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ABSTRACT

The concept of continuing vocational education and training is being broadened to reflect the needs of individuals, society, and the economy for more flexible, adaptable, learner-centered opportunities. Roles of the various players are in transition. The role and responsibilities of the government should be as follows: strategic leadership; a legislative framework; quality and standards; qualifications; licensing education and training establishments; encouraging partnerships; extra support to employers; research and development; funding; and social cohesion and community stability. The role and responsibilities of employers should include the following: training as an investment; spending on training; empowering employees; multiskilling employees; leading and managing change and innovation; linking with education and training providers; setting up internal procedures for employee development; and using new information and communications technologies to improve business performance. Training providers should be responsible for the following: training and updating trainers; developing innovative teaching and learning methods; developing flexible programs; and providing guidance, information, and counseling. Individuals should seize every opportunity for growth and development and take responsibility for their own learning. The European Training Foundation should conduct training, research, and pilot projects. (An executive summary appears first.) (YLB)

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European Training Foundation

ED 423 361

Advisory Forum Meeting

10-12 June 1996

Subgroup D: Continuing Training

The Roles and Responsibilities of key players within continuing training (including Management training)

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Subgroup D: Continuing Training

The Roles and Responsibilities of key players within continuing training (including Management training)

Executive Summary and Recommendations

INTRODUCTION

The subgroup met in Minsk Feb 15-16 1996 under the Chairmanship of Dr A Shklyar. There was general support for the paper presented by Professor Anne Jones, Expert Adviser to the group. In discussion, the following points were stressed:

- There was no universal solution. Each State was at a different stage of economic and social development and action needed to be tailored to local needs.There were however some common threads in the steps to be taken next.

- The group preferred to say 'Government' rather than 'the State', since a new role was being discussed. The aim would be ultimately to have as little government intervention as possible, with decisions and actions taken at regional and local levels. However, it was also generally recognised that in this transitional stage, more government intervention , including some funding, was necessary in order to secure the necessary cultural and operational changes.

- It was unrealistic at this stage to expect Employers in the economies in transition to take the strong leading role they take in continuing training in some established market economies. They are currently in a weak position They needed help and time to develop an appropiate role, which might in the end be different in some respects from the role in the 'old' market economies.

- It was not appropiate to refer to employers without referring to employees, nor to individuals without referring to their representatives, ie Professional Bodies, Chambers and Trade Unions. Thus the scope of these two sections was widened.

- Management Training was not discussed as a separate item but was a thread which went through each section of the report. All the key players needed Management Training and the main question was who should do it since existing trainers and teachers were largely out-of-date. New Institutions with new personnel could help overcome this problem.

- It was difficult to get enough examples of developing good practice in the emerging economies; one urgent research task is to build up case-studies of good practice to be shared in future training events.

- The group made a 'menu' of suggestions for the role of each of the key players and some reccommendations for follow up action to the ETF itself.

PART I.: THE ROLE AND RESPONSIBILITIES OF THE KEY PLAYERS

There was general support for the following roles:

1. Strategic Leadership: shaping and developing the overall structure, organisation and content of the educational and vocational training systems. By this was meant, providing a broad policy framework which allowed for initiatives to be taken at a regional and local level to suit local needs and stages of economic and social development. The active intervention of government should diminish over time.

2. Providing a Legislative framework: to protect and to ensure the rights and reponsibilities of all the players.

3. Quality and Standards: stimulating debate and ensuring that mechanisms exist to monitor and maintain high and consistent quality and standards.

4. Qualifications: stimulating debate and ensuring that qualifications have national and international validity. Building bridges between academic and vocational qualifications.

5. Licensing Education and Training establishments: to ensure quality and consistency. Accreditation of approved trainers.

6. Encouraging partnerships between the key players: to this end, Councils of the Social Partners including Officials, Employers, Employee representatives and Training Providers could and should be set up at national, regional and local levels.

7. Extra support to Employers, especially SMEs in the interim phases: such as a levy to which employers and employees contribute to build a training fund, or some kind of tax relief to employers and employees for training undertaken. Setting up discussion fora with Business Leaders and Employee representatives to motivate them to participate.

8. Retraining of State personnel, cascaded to officials at regional and local levels. Some retraining to be done together with other key players to stimulate mutual understanding and commitment to action.

9. National, Regional and Local Training Targets: stimulation of debate on desirability of setting training targets.

10. Research and Development: to encourage an audit of the skills base at national regional and local levels in order to measure progress towards meeting any skill deficit through targetted training.

11. Management skills for the millenium: encouraging the development of core management skills accross all sectors and levels. Setting a good example by starting with Government officials, and then regional and local officers.

12. Funding: providing targetted inital short-term funding, matched if possible by European funding, for innovative pilot projects.

13. The Underclass: ensuring that the underclass and those with special needs are given appropiate extra support, in order to develop their potential and employability.

14. Individuals and their representatives: to ensure that their views are heard and their needs understood so that they can play their full part in the social and economic life of their communities. To provide some funding to support individuals' continuing training.

15. Labour Market Trends: measures to raise awareness at national, regional and local levels of the shift from labour market planning to a much more flexible approach to labour market forecasting, in view of the need for multi-skilled flexible workers who are unlikely to be in a job for life.

16. Social Cohesion and Community Stability through economic growth: to recognise and appreciate the importance of individual motivation, development and being valued to the wealth, health and happiness of a local community.

PART II.: THE ROLE AND RESPONSIBILITIES OF THE PRIVATE SECTOR: THE EMPLOYERS AND REPRESENTATIVES OF EMPLOYEES

1. Training as an investment: to understand that training is an investment, both for the business itself, since it can be shown to improve productivity and business performance, and for the employees who thereby increase and develop their skills and become more employable.

2. Spending on Training: to spend money on training as part of the business plan, ideally with contributions from government (national, regional or local) from the business itself and from the individual. Therefore, to set aside part of the annual budget for training, and to lobby for government financial support, particularly in the immediate and short-term. In the longer-term, to help employees build up a training account. To include resources spent on training, including the time of the participants, in company accounts so that the value-added can be calculated.

3. Empowering the Employees: in order to stimulate innovation and to develop and use the creativity of the workforce, to give employees more responsibility for the management of projects and opportunities to feed good ideas into the system.

4. Multiskilling the employees: building a multi-skilled workforce, so that employees, whatever their level of formal responsibility, have opportunities for developing and improving their managerial, technical and inter-personal skills. To do some of this training and development on-the-job, through setting up projects, suggesting new or wider responsibilities, getting employees to recognise that such opportunities increase their long-term chances of remaining employable.

5. Leading and managing change and innovation: self-regulation, by seeing that the Leaders and Senior Managers of Enterprises themselves have undertaken quality training in understanding the cultural and technical changes needed and in the managing such changes. Working in partnership with other Business Leaders to share experiences and learn from each other. Building cooperative training programmes with other Business Leaders.

6. Linking with Education and Training Providers: taking measures to get to know and understand what is happening in Education and Training at all levels, from school through to university, in order to influence it and make it more relevant to the needs of Business and Industry. To build partnerships with Educators and other Community leaders, and through these, to develop programmes of education and training to which all the partners contribute ideas and resources, including opportunities for turning theory into practice, hands-on experience designed to build up skills as well as underpinning knowledge.

7. Setting up internal procedures for employee development: responding to emloyees' long-term needs by setting up internal mechanisms for the annual review and appraisal of employee performance, the building of individual development plans (owned by the employee) and linked to company training policies; the establishment of management development programmes and procedures, in both management theory and practice; the building up of incentives and rewards for capable employees.

8. Using new information and communications technologies to improve business performance: In order to compete in the global market, gradually to buy in leading edge technology and ensure that all staff are trained to use it. To make electronic links with enterprises in other countries, in any part of the world, in order to learn new ideas and get more business. To build opportunities for 'remote ' working and 'remote' learning.

9. Lobbying Governments for measures to strengthen Training: working with other employers/employees to get more resources for training initiatives, particularly at the transitional stages of development; to influence government policies, for example, to get government to consider measures to encourage training such as a training levy or tax on both organisations and individuals, so that both had a stake in continuing training and both contributed and benefitted; to feed in views on qualifications and standards.

10. Influencing Professional Bodies,Chambers and Trade Unions: maintaining a dialogue with professional bodies, Chambers and Trade Unions to exchange views and build common policies where appropiate.

PART III.: THE ROLES AND RESPONSIBILITIES OF THE TRAINING PROVIDERS

It was understood the training provision could and would come from a variety of sources:

- training providers such as Universities, Business Schools, Professional Trainers (local and imported), Company Personnel/Training Managers;
- practitioners such as Business Leaders, Government Officials (national regional or local), successful small businesses;
- from practical experience such as managing projects, on-the job training, placements and staff exchanges;
- and in a variety of modes, not only short or long courses, accredited or non-accredited but also in other modes such as distance learning, computer assisted learning, multi-media inter-active CD-Roms, in-house consultancy, work-based projects etc.

It was important for Government to see that quality standards were maintained by training providers. However, the free market in training materials which the individual can buy for him/herself is becoming very active and is more difficult to regulate; this can work to the advantage of the individual who can gain access without being dependent on his/her employer, provided the price is not too high.

The following points were made about role:

1. Training the Trainers: It was generally recognised that most existing trainers in the economies in transition are out-of date and need fundamental retraining, not just on methods, but also on culture and contest. They must be retrained. This is the most serious problem for continuing training. Trainers need to be made aware of what is happening elsewhere and to observe and experience if possible training events which used modern participative methods which empowered the learners.

2. Keeping the Trainers up-to date: Training providers not only have to be retrained, but also to keep abreast of trends in economic development, job opportunities, the needs of employers and how to help individuals remain employable. Government licensing need to be dependent on evidence of this. Assuring this is a problem in the short term.

3. Developing appropiate innovative teaching and learning methods and techniques: Trainers need to undertake research and development to build up suitable teaching materials, supplementing face-to-face teaching, groupwork, role-play and project work with a range of delivery methods: written, audiocassette, videocassette, floppy disk, CD-Rom etc. To this end, trainers need to be trained and able to use information and communication technologies (multi-media computers with the potential to link with international networks) in order to keep in touch with and take advantage of best practice else where.

4. Developing Flexible Programmes: Training providers need to develop flexible programmes to deliver the learning at a time, pace and place convenient to the learner. This is particularly important for a learner who works full-time and cannot take time off work, though some employers allow some time time off in the day for this.Trainers need also to adjust their teaching styles to suit adults rather than young people. Experienced Adults can themselves be a valuable teaching resource. Where possible teaching styles should match the learning style of the individual. Courses should be demand-led, that is responsive to the needs of the market, not supply-led which too often means offering a set product which is out of touch with current and future demands.

5. Guidance, Information and Counselling: Training providers need to have the resources to provide guidance and advice, so that learners can be helped to choose a course appropiate to their needs and level. Students also need guidance on the qualifications structure and which qualifications they can get where. This guidance needs to be linked to realistic advice on job-opportunities. If the training providers are not able to provide all this, they should at least know where such advice can be found and advise accordingly. They also need to provide or know where to find specialist help for students with learning difficulties, who have potential but who might drop out without specialist help.

6. Training Providers as businesses: Training Providers themselves need to be soundly managed, financially viable, value for money, and not beyond the financial reach of the market. They need business plans and staff development plans, research and development, marketing, quality assurance and a customer focus just like any other business. They must be prepared to accept external evaluation and quality assurance.

7. Promoting the benefits of training and qualifications: training providers also have a role in promoting the advantages of training , and particularly training leading to qualifications to the individual and to organisations.

PART IV.: THE ROLE AND RESPONSIBILITIES OF INDIVIDUALS AND THEIR REPRESENTATIVES

It was generally agreed that this was the most neglected role of all the players and one that needed a great deal of strenghtening and support. At this stage a Charter of Rights might be more appropiate than a list of responsibilities. The potential role of the Professional Bodies Chambers and Trade Unions, as organisations empowered to represent and to speak up for the individual, is not to be underestimated. However, this still leaves the problem of those people who were not represented by these bodies. The problem of the growing underclass throughout all societies is one which will not go away, but which on the contrary, is liable to grow if predictions about the future of work are to be believed. These individuals cannot be left to fend entirely for themselves. Some intervention from Governments will be needed to give exta support to the 20-30% of society who will find it increasingly difficult to find work at all according to some estimates. It is vital to establish policies and actions which stop this section of society from being excluded from work, if possible.

In as far as the group was able to make recommendations, they follow. They have be phrased two ways, for the group did not feel that most individuals would yet be confident or motivated enough to carry out these roles or tasks without help and encouragement, or indeed, without training. Individuals need some experience of being more assertive, self-reliant, independent and demanding if they are to learn these skills, yet these are the qualities which they will have to demonstrate if they are to thrive in a world where there are no jobs for life. These are the recommendations:

1. Individuals should (be encouraged to) take responsibility for the management of their own learning and careers.
2. Individuals should (be encouraged to) seize every opportunity for growth and development.
3. Individuals should (be encouraged to) seek information and advice about opportunities.
4. Individuals should (be encouraged to) show initiative and take extra responsibility in order to improve their life-chances.
5. Individuals should (be encouraged to) seek some financial help from their employer or the State to continue their education and training.
6. Individuals should (be encouraged to) be self-reliant, rather than depending on the State or their employer for their future well-being.
7. Individuals who have succeeded in developing their potential should (be encouraged to) help others get access to training and self-development opportunities.
8. Individuals should (be encouraged to) make action plans with personal goals for achievement.
9. Individuals should (be encouraged) to develop multi-skills, including generic management skills.
10. Individuals should (be encouraged) to seek further qualifications and maintain a record of achievement.
11. Individuals should (be encouraged) to regard spending on training as an investment in their own future success.

12. **Individuals should (be encouraged) to press for a national scheme of financial awards/incentives to help adults who want to continue their education and training.**

PART V.: RECOMMENDATIONS TO THE EUROPEAN TRAINING FOUNDATION

A. The Advisory Forum Subgroup D made the following suggestions for action by the ETF and Member States

1. Workshops/joint training events for senior government officials from member countries. Publication of the training exercises used.

2. A 'retraining the trainers' programme which could then be cascaded and piloted at regional level. Development of materials which could be published and disseminated.

3. Twinning of officials, training providers with other matched countries.

4. Research to collect Case Studies of good practice from the economies in transition, to be written up and used in Member States.

5. Innovatory Pilot Projects to be established (perhaps through a bidding process) in Member States.

6. Regional Training programmes in which all the partners work together on the issues in part to train them to work together.

7. Workshops on the desirability of Targets at national, regional and local levels.

8. Workshops on the Labour Market and CVET issues.

B. The following are the concrete proposals of the sub-group:

1. The Future work of Subgroup D: The group should build on the work done this year in defining roles and responsibilities. In particular, the group should work on the question of how to strengthen employers, particularly SMEs, in taking up their roles and responsibilities for lifelong learning/continuing training in the transition phase. SMEs will constitute the majority of employers in the emerging economies and by virtue of their very nature, they will need strengthening the most. However, extra support to strengthen employers will involve action by all the key players, that is government, employee representatives/individuals and training providers, as well as the employers themselves. Employers in large enterprises have the opportunity of providing leadership and encouragement to SMEs, especially to their supply chains. The Group will be asked to work on these questions and to provide examples of good practice to the rest of the group, for dissemination in the report of the group.

2. An ETF Project: an ETF two year project in 4 countries, maybe 2 Phare and 2 Tacis, with the aim of turning the ideas in the Subgroup's report into action and building up some case studies of successful practice 'pour encourager les autres'. The project would begin with a workshop in each country attended by all its key players, who would work together on understanding their key roles and responsibilities and deciding what each could contribute. Each country, together with the ETF, would then formulate a project on which the key players would work together to bring about changes to improve the system and practice of

continuing training in their country. The project would need to be clearly defined with practical aims and outcomes.

Suitable training would be provided to help the project managers and players fulfil their roles successfully. The planned changes would then be gradually implemented. The project would be written up into a case study which demonstrated both the problems and the successes of the change process . The four country studies, including details of the training process, would then be shared with each other and disseminated among all the partner countries. They would provide real examples of positive action, change management, project management, training workshops and partnership in action. The project would cover recommendations 1, 3, 4, 5, 6, 8 made by subgroup D in this report.

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Subgroup D: Continuing Training

The roles and responsibilities of key players within continuing training (including Management training)

BACKGROUND

"Just as the whole world is a school for the whole of the human race, from the beginning of time until the very end, so the whole of a person's life is a school for every one of us, from the cradle to the grave. It is no longer good enough to say with age, it is too late to begin learning." We must say: "Every age is destined for learning, nor is a person given other goals in learning than in life itself."

From the chapter entitled 'Universal Schools' in Pampaedia by Jan Comenius (C16th)

1. It is salutary and reassuring to realise that the fundamental changes now taking place in our society are not peculiar to any one part of Europe nor indeed to Europe itself. The whole world is in transition to a new way of living and working, which no one of us can yet fully comprehend. There is a sense in which those countries which have, for one reason or another, only recently begun to grapple with these changes, may ultimately find themselves at some advantage: they do not need to copy the mistakes or even the successes of other countries, for these in turn become themselves outmoded and obsolete. However, to make this transition successfully requires society to become a Learning Society in which everybody has access to learning, to opportunities for growth and development throughout life. To achieve this, changes in attitudes, systems and structures are needed. Most of all, individual people need encouraging and motivating to take responsibility for the management of their own learning.

   Education and training will increasingly become the main vehicle for self-awareness, belonging, advancement and self-fulfilment. Education and training, whether acquired in the formal education system, on the job or in a more informal way, is the key for everyone to controlling their future and their personal development.

   European Commission White Paper on Education and Training 1995

2. The changing nature of work: the internationalisation of trade, the global context of technology, the arrival of the information society, these developments have already changed the nature of work. Today:

   - work is often organised on a global rather than on a local basis;
   - work is largely knowledge-based, which means that there is less and less work for the under-educated or those with out-dated knowledge;

- life-long employment is a thing of the past - the trend is towards short-term contracts, self-employment, part-time work, and flexible working practices;
- large enterprises are replaced by Small and Medium enterprises, which do not always have the resources or make the time to invest in training;
- new Technologies are revolutionising working practices: many people now work from home;
- most people will change their jobs , even their careers, several times during their life-times;
- for people who do not go on learning all their lives, there will be very little work;
- to remain employable, people need to go on developing their knowledge, skills and competencies continuously;
- continuing learning becomes essential for continuing earning.

Without continuing education and training, individuals become unemployable. Moreover, their communities and their economies suffer. Life-long learning is essential not only for human well-being but also for economic growth and development, to gain and maintain competitive advantage. It is not a luxury, but part of society's investment in its own future.

3. In most of Europe, the predominant culture used to be one of passive dependency. Conformity and obedience was highly valued. Methods of teaching and learning were highly structured; the teacher was the fount of most knowledge and pupils did and learnt what they were told. Participative teaching methods in which pupils managed projects for themselves were rare. In the West, as the market economy developed, so did attempts to change the nature of teaching and learning: for example, in the UK, the Technical and Vocational Education Initiative in schools and the Enterprise in Higher Education Programme in Universities, aimed to help students become more enterprising and capable by preparing them for the world of work. In countries where the market economy is just developing, it is more difficult to understand the need for and the nature of such changes. But unless young people are equipped for an uncertain and rapidly changing future, they will be ill prepared for the 21st Century. They need to be enterprising, resilient, flexible, intellectually curious; good team workers, project managers, managers and learners. They need to be technically highly proficient as well as good generalists who are willing and able to change what they do and the way that they do it as society and the economy change around them. They need to begin to learn all this while they are still at school, understanding from the start that school is only the first stage of their learning pathway.

4. But young people are not the only people who need life-long learning. In some ways young people are already better prepared for working life than their elders. They are usually intrinsically more adaptable and flexible. However, with the decline in the numbers of young people and the growth in the proportion of older people who live longer, it becomes more and more urgent to develop the potential of the whole population. There is no conflict between the needs of the people, their communities and the economy. The well-being of them all depends on life-long learning.

5. The recent White Paper from the European Commission is unequivocal about the importance of continuing education and training:

The society of the future will be a learning society. There is no single pattern for all to follow throughout their working lives. Everyone must be able to seize their opportunities for improvement in society and for personal fulfilment, irrespective of their social origin and educational background. The essential aim of education and training has always been personal development and the successful integration of Europeans into society through the sharing of common values, the passing on of cultural heritage and the teaching of self-reliance.(1)

TOWARDS A WORKING DEFINITION OF CONTINUING EDUCATION AND TRAINING

1. There has been much confusion and concern about defining the meaning of continuing education and training. The former meaning of the expression is now too narrow and not all that useful to the current debate, for it relates to an age when all the emphasis was on the initial stages of education and hardly any attention or resources were put into the development and maintenance of knowledge and know-how in the adult population. As the economic and social context changes, emphasis is swinging over to Continuing Education and Training so that eventually there will be equal, if not more emphasis on this than on initial education. Trying to define CET in this transitional stage is rather like trying to catch a falling star. However, it is important to begin to understand the ways in which the concept is changing so that we ourselves begin to use it in a broader and more flexible way. To this end, the following notes may be helpful.

2. Continuing education and training (CET) and vocational education and training (VET), abbreviated and combined as CVET, are usually defined as any education and training which takes place after a person has left full time initial (or foundation) education. Initial education is full time and includes secondary schooling and any full time attendance at College or University. Apprenticeships, which include part-time study, are usually classified as Continuing VET (CVET).

3. Implicit in the traditional definition is the idea that CVET is formal, taught, examined, takes place in an educational establishment and leads to a qualification. It assumes that the student goes to the place of learning at set times and follows set procedures in order to get a qualification. In fact current and emerging practice is becoming more flexible than this.

4. Lifelong learning is a more flexible over-arching definition, spanning the cradle to the grave, and including traditional CVET and much more besides. By emphasising the central importance of the learner, it acknowledges the difference between teaching and learning: a student may attend a course and not learn anything (sometimes even pass a test without really understanding), whereas a learner will learn in a variety of ways, not all of them through formal courses which are examined.

5. Lifelong learning therefore includes formal and informal learning: learning on a course, learning through project work or research, learning 'on the job' (i.e. through doing a job and learning from that experience), learning from experience of doing things at home or in the community, learning from people other than teachers, learning from reflecting on experience and recording that learning.

6. Lifelong learning also recognises that people learn in different ways and at different speeds. Some people are ready for learning after they have worked for a few years: these people may need extra help and support if they are to get back into learning. Some people cannot cope with full-time education, but prefer to build up their qualifications module by module, over a period of time, at their own pace.

7. Many people have skills and experience of a very high standard, yet no formal qualifications. For these people, a system has been developed called 'the accreditation of prior learning' (APL) and many universities now accept the credits given for this experience towards a formal qualification.

8. Many people do not particularly want University qualifications but they do want CVET at a high level of knowledge and skill. . They want a practical short courses designed to improve their skills in their jobs. This is particularly the case with professionals who are highly qualified in technical aspects of their job, but who are now being called upon to be managers. They may not have previously had any training in the management in all its many aspects: strategy, people, finance, operations, projects, marketing and so on, yet this is what they are now being asked to do.

9. Many people do not have the money or time to go away to continue to develop their knowledge and skills. These people want and need to have the competencies they have developed at work recognised and accredited. They also want access to distance learning programmes so that they can learn when and where suits their particular circumstances. Distance learning is becoming a powerful and popular way of delivering CVET, particularly when the new information and communication technologies are harnessed to support it.

10. All these developments mean that the very concept of CVET is being broadened to reflect the needs of individuals, of society and of the economy for more flexible, adaptable, learner-centred rather than institution-centred opportunities for people to go on learning and to improve their skills and their performance throughout life. Lifelong learning can be an over-generalised concept. On the other hand, the definition of CVET needs to broaden and is broadening in those places where more flexible approaches to teaching and learning are being used. It is also becoming more and more difficult to distinguish between education and training. This reflects the reality of the needs of the workplace.

11. The European Commission White Paper is very clear about the tasks for CVET/ Lifelong Learning. Europe will only survive in the face of international competition through becoming a learning society. In this learning society, it is vital to give everybody access to a broad base of knowledge and to build up their abilities for employment and economic life. This broad base of knowledge is important for ALL to avoid a rift in society between those who have knowledge and those who do not.

The essential mission of education is to help everybody to develop their own potential and become a complete human being as opposed to a tool at the service of the economy; the acquisition of skills and knowledge should go hand in hand with building up character, broadening outlook and accepting one's responsibility in society.

Round Table of European Industrialists, February 1995

12. The kind of knowledge required in this broad base goes far beyond the recall of facts and figures. Learning includes grasping the meaning, understanding the whole, being able to think creatively, not being limited to standard answers, being able to use judgement and take decisions, developing critical faculties.

13. Employability and capability for economic life entail acquiring a body of fundamental basic knowledge, plus specialised technical knowledge and appropriate social and inter-personal skills in the work-place, such as the ability to co-operate and work as part of a team, to work creatively and to maintain quality standards.

14. A person traditionally becomes employable through taking a paper qualification. Paper qualifications have value in the market and there is already some evidence that in the long-term, the highly qualified are both more employable and better paid. However a route to qualifified status is now developing which is more flexible, involving partnership between various players, building an integrated system within a network and involving the learner, the employer, the learning provider and appropriate learning resources, which may come from any one of the partners.

15. Whichever route to continuing learning a person takes, information and guidance become of vital and significant importance to support the learner and the learning. The deveiopment of guidance systems and the training of people for this become urgent priorities.

PART I.: THE ROLES AND RESPONSIBILITIES OF THE KEY PLAYERS

As with every other aspect of life, the roles of the various players are in transition and are evolving over time. There is no one, prescribed pattern for either the transition or the outcome, nor is there an end point when the perfect solution is reached: one of the only permanent features of society is the constant need for continuing improvement in the context of an ever changing social and economic environment. Coping with change and managing change, without feeling overwhelmed or unduly insecure, become important skills and qualities which everyone needs to develop to some extent: it is part of the reality of life in the 21st century. However, at national, regional and local levels, there will be tremendous variations in the pace of change and the capacity and the speed at which people and systems can adjust to new ways of working. This variation is to be expected, indeed, it is crucially important for solutions to be tailored to meet regional, local and personal needs if they are to be successful.

However, there are some overarching trends which follow from the development of a culture in which there is less control by the State/Government and more opportunity at regional and local level for people to exercise initiative, to take responsibility for the management of their own lives, and to make things happen. This freedom alters in a fundamental way the roles of the key players, that is the State or rather Government, the employers, the training providers and, most importantly, the individual people themselves. What follows is an attempt to define these roles in an ideal way, taking account of overarching trends. These definitions may not be realistic and realisable as ideal goals for economies in transition: there may need to be interim arrangements and the end product may be something different from those in long established market economies. If there is common agreement that these are acceptable, then it is for national, regional and local discussion as to how far they can be implemented in a way which takes account of different rates and stages of social and economic development and takes account of local conditions.

The Role and Responsibilities of the State/Government

1. 'The State is responsible overall for shaping and developing the structure, organisation and content of their educational and vocational training systems. The State has a crucial role in bringing about the learning society'. (European Commission White Paper)

2. The Government has a co-ordinating and facilitating role with responsibility for the following:

    - the overall infrastructure;
    - legislative framework;
    - the setting of standards;
    - assuring/monitoring quality;
    - providing mechanisms for accrediting qualifications nationally;
    - licensing education and training establishments.

3. While the social partners are growing and adjusting to their new roles, Goverment needs an interim role which will not be necessary in the longer term. The process of managing these changes needs to take account realistically of the ability of the social partners to take up their roles fully and therefore time may be needed for this to happen. However, there is a danger in this that Goverment will continue to take too much responsibility, thus preventing the other key players from taking up their roles fully. This point needs to be carefully monitored.

4. Government therefore needs to be seen to take a lead in encouraging the social partners to work together in genuine co-partnership, with shared responsibility for strategy and operations, decision-making, management and where possible even sharing of the financial commitment. The principle of 'matched funding', where the Government matches the funding put up by the other partners is one which has proved to be successful in other contexts.

5. As part of the interim phase, the Government needs to give particular support to Employers, particularly Small and Medium Enterprises (SMEs), who will, in a market economy, comprise the vast majority of employers. SMEs are by their very nature unstable, particularly in their early stages of growth and development. They may need financial support and/or incentives such as tax concessions from Government if they are both to grow successfully and to invest in the training and development of their own personnel. They may well employ people on short-term contracts and these employees will be very vulnerable in the employment market if they are not given opportunities for continuing training: government needs to look to their needs.

6. As a high priority, Government needs to invest in the training and development of State personnel and also to ensure that officials at regional and local levels are similarly trained. This is because Government officials themselves need help in understanding the enterprise culture, the market economy, the labour market trends, the new skill requirements, the changing values and attitudes, the importance of partnership, of interdisciplinary working, of consultation, of commitment and of motivation.They also need to understand the difference between rigid manpower planning and flexible manpower development for a multiskilled workforce. Unless they understand all this for themselves, they may not be able to influence and lead policy appropriately, nor apply appropriate criteria to policy and funding decisions. The same applies at regional and local level. Time and resource needs to be found for this, otherwise the reforms will flounder because they are not underpinned by understanding, belief and commitment.

7. Government should not dictate details of the curricula for CVET, but rather should set standards, targets for achievement, minimum requirements, quality assurance mechanisms. The progress towards targets should be measured at national, regional and local level. An example of how this works in the UK is given at the appendix. The point of targets is to check out the extent that policies are being successfully implemented: for example, if a regional or local goal is that all people should be given continuing training, to what extent is this true at the beginning of the exercise? What progress towards these goals is it reasonable to expect in a year? The advantage of such a system if that targets and goals can be set realistically at local level in the context of local conditions. The disadvantage of such a system is the tendency for 'counting heads' to become too important. The quality of true learning and understanding is more difficult to measure, but that is the real goal, rather than 'hoop-jumping'. However, targets have a role. It is important initially not to make them too demanding in order to build up a record of success; this is particularly important for SMEs who need encouragement at this stage of their development.

8. Government has a responsibility to consult and to build consensus on ideas, as well as to listen and to respond to the ideas put to them by the social partners. It can be tempting to dictate policy, particularly if there is a need for urgent action. Experience in other democracies has shown that compliance without commitment does not bring about lasting changes, nor indeed true compliance. Certainly a learning society in which individuals feel committed, motivated and empowered will not come about if consensus between the social partners is not built up. That does not mean that the State cannot take a lead, but when consultation takes place it needs to be genuine, that is, account needs to be taken of the responses. Mechanisms, such as national, regional and local Councils, need to be established to hear the views of the social partners on a systematic and regular basis. Policy frameworks need to be phrased in a way which allows for flexible interpretation at local level to suit local conditions. To encourage and support new initiatives, Government funding can be offered in competition to those regional and local partnerships which demonstrate their commitment to action and who are themselves willing to commit funding and other resources in kind to the innovation.

9. In the first place, Government needs to ensure that there is a system of qualifications which has national credibility. In the longer term, nationally recognised qualifications need to be international, that is acceptable, transferable and accreditable in any country. This is not an easy task and may take some time to achieve. In many States, there is a range of qualifications, for school-leavers, for and from Universities, for vocational and/or professional competence and for continuing educational and vocational training. What is required now is a system which recognises the value of the qualifications on a national scale so that they have national currency, are portable and transferable. Secondly, individuals, particularly adults, need to be able to build up qualifications one unit or module at a time. That is another reason why qualifications need to be recognised nationally. Thirdly, individual people will want to travel and to work in other countries. For that reason, State qualifications need to fit in with the European framework and be recognised within it if they are to have international validity.

10. Government needs also to encourage actively the breakdown of the increasingly artificial division between academic and vocational qualifications. Competence and skill acquired in the workplace and elsewhere, need to be recognised and accredited through systems of vocational qualifications. Qualifications need to recognise what people know, understand and can do, and the standard they have reached. Both academic knowledge and practical application need to be recognised and assessed. If people are to be equipped to cope with the demands of the 21st Century, they need to have a broad base of knowledge, basic core skills, some up-to-date technical knowledge and skills, sound interpersonal skills and management skills. These can best be provided through a partnership of providers, an interdisciplinary approach in which each partner has some special expertise to contribute. Thus, bridges need to be built between education and business at the level of school, college and university. These links are not cosmetic, but rather essential to ensure that the partners understand and help to meet the needs of the learners to be equipped to live and work in the world of today and tomorrow.

11. Management skills: Government needs to give special consideration to measures which will enable people at all levels to develop management skills. In the past it was sufficient for people to gain highly specialised qualifications e.g. as a particular kind of engineer. Now these highly specialised qualifications rapidly become out-of date. But in addition, technical specialists are being required to take on management roles. Organisations are becoming 'flatter', which means that layers of managers are now being taken out. In the smaller organisations of the

future, people have to manage themselves within the small team in which they are working. They may be team leader or project manager or team member. But they will be called upon to do tasks for which they have probably never been trained, though they may have happened to develop some expertise on the job. They may also need to be trained in the use of information technologies, not merely as word processors, but as a tool for better management.

To make sure that these skills are fully developed,Government needs to ensure that systems exist for their delivery. Higher Education Institutions can have an important role to play in this, provided they too are up-to-date in ideas and methods and are prepared to be flexible in offering short courses which are customer-focused, that is which meet the needs of the learners. It is now often the practice for training courses to be delivered by universities and other training providers in-house, i.e. on the employer's premises, rather than at the universities. Such methods help to provide project-based action learning which is more relevant to learners' needs.

12. Funding: Although the Government should not ultimately take full responsibility for the funding of CVET, nevertheless there are a number of ways in which it can influence policy and practice and indeed give additional support in the transition phase. These include:

- targeted funding won in competition for new initiatives;
- matched funding for innovative ideas which support national policy;
- tax relief on fees for individuals for further education and training;
- loans for individuals or enterprises who want to invest in continuing training;
- funding for original regional or local initiatives of merit;
- national competitions to reward and recognise good practice;
- support for newsletters and publications which spread good practice;
- national funding for special new schemes.

An example of a highly targetted special scheme comes from the Singapore Government which subsidised IBM to train all the managers in their relatively small country in basic IT skills.

13. Special Needs: Government has a duty to apply the principle of equal rights and to ensure that these are applied in all CVET. To make this aim effective, systems of monitoring are necessary. In addition, Government needs to make special provision for that growing minority of people who are undereducated, underskilled and very often unemployed: the under-class. In some cases, these people have multiple social handicaps to add to their employability problems. Private Enterprise cannot cater for all the needs of these people It is therefore incumbent upon Government to ensure that provision is made for their needs, always with the aim of helping them to be employable and capable of taking their full part in society. Guidance and Counselling systems are essential and in most countries need considerable strengthening.

PART II.: THE ROLE AND RESPONSIBILITIES OF THE PRIVATE SECTOR: THE EMPLOYERS AND REPRESENTATIVES OF EMPLOYEES

1. The private sector, that is Employers, have a major role to play in continuing education and training. In some ways, they have potentially even more power and more opportunity than Government to make continuing learning for continuous improvement a reality, though in economies in transition, employers may not yet be ready to take this new-found freedom and power. Ultimately, without their commitment to the goals of CVET, nothing much will happen. Statutory obligations have limited results. However, many such employers are preoccupied with survival in an emerging economy and at this stage, not many of them have understood or seen any connection between continuing training and business success. In other countries with market economies, training was originally seen as an expensive luxury, bringing with it the risk of losing trained staff to other companies which have not invested in training. In fact, this has proved, over time, to be untrue. Training is now seen as a way of improving business performance, motivating personnel to do even better, and building pride in achievement. The document put out for consultation by the UK government on *Responsibility for Lifetime Learning (Dec 1995)* makes these points very strongly. They do however reflect the fact that the UK has a long established market economy.

   Employers must lie at the heart of all efforts to increase participation in life-time learning. They fund the greatest part of all education and training undertaken by adults. They have the responsibility for making sure that their workforce have the skills needed to meet business objectives.(3)

2. Training as a business investment: The leaders of the private sector are more likely to invest in training when they understand the reasons why it will improve their business performance. The case for seeing training as an investment rather than an expense is based on the following arguments:

   a) Increased productivity: In an increasingly competitive world market, all companies need to find ways of increasing their productivity. Training helps to do this.

   b) Release of creativity and innovation: In a flexible labour market, employers can give individuals more freedom and opportunity to use and develop their skills and talents creatively. This benefits both the company and the individual. It is a win-win situation.

   c) Worker participation in devising innovative training schemes: When employers have fewer statutory responsibilities, they are able to take up more actively and enthusiastically their freedom to devise their own training policies and to implement them. When they do this in consultation with the workforce, it may be in part to motivate them and in part to take note of their ideas and suggestions which can be very valuable and practical.

   d) Employee Development Schemes: In some market economies, employers offer their employees an entitlement to choose what kind of further training they would like, whether or not it has anything to do with their actual jobs. In the UK, the Rover and the Ford motor companies, have tried out this scheme. The effect on the motivation of the workers has been dramatic, and so has the improvement in the business performance of these two companies.

e) Employers as champions of training: Employers themselves can and should be actively involved in training, and in decisions about policy and practice at local level particularly if a local Council representing the social partners has been established. When this happens, they become active champions of the movement towards lifelong investment in learning, rather than passive and sometimes reluctant followers of statutory obligations. In other words, when employers themselves take responsibility for establishing their own training systems, they really do take training seriously. This works well when representatives of the workers and of the training organisations are also involved to work out in partnership a common solution to a shared need.

If you think training is expensive, try ignorance. Without it you cannot compete or improve. You are dead. (Joe Culkin, Raychem Ltd.)

3. Training for leadership to improve competitive advantage: Employers need to push for training for the Leaders of Industry and Business, so that they have both the courage to initiate and the skills to manage changes carefully. They may need to encourage government to provide some transitional funding to help set up appropiate training courses for the leadership of innovation and the management of change. Employers should not set up courses alone, but seek to build partnerships with government and with training organisations and employee representatives, to devise suitable learning experiences. Business Schools could have an important role to play in providing such courses. Such training is essential if transitions are to be made smoothly: changes which are badly managed and unsupported can be disastrous. A study in the UK, commissioned interestingly through a partnership between the CBI (the Confederation of British Industry) and the DTI (the Department of Trade and Industry), has analysed the characteristics of highly successful Companies: Competitiveness: how the best UK Companies are Winning (Nov 94). Regardless of their sectoral background, the key elements contributing to the success of these companies were their ability to unlock the potential of their people, to focus on the needs of their customers, and to innovate constantly. To achieve these factors of success, the workforce had first to be trained and then to be trusted to take initiative to get results from this agenda. All these 121 successful companies, were led by visionary enthusiastic champions of change who clearly had developed the necessary skills to achieve these results.

4. Links between Education and Industry: Employers need to understand the benefits of co-operation and partnership between the Education sector and Employers. Ideally, in the longer term, links need to be made with all the phases of Education, that is Primary, Secondary, Further, Higher and Continuing. The reasons for building these links and partnerships are not cosmetic. They are an important ingredient in developing an appropriately skilled workforce. They help people to understand, from an early age, the changes which are taking place in the world of work, the kinds of skills and qualities needed in young people (and older people) if they are to be employable, the realities of the changing social and economic environment. They lay the foundations of a culture of learning throughout life. This is a new approach to Labour Market Information which is more about trends than about specific jobs.

Ideally, it is also important in the longer term for employers to understand what is happening in education, to get to know the members of the future workforce, to influence the curriculum to make it more realistic and up to date, to learn from some of the more participative teaching and learning methods now being introduced and to apply these new methods in their own training courses. Better still, at the Upper Secondary, Further, Higher and Continuing stages of education, there is merit in building joint courses where the

students/employees spend some time in Industry and Commerce as well as in full-time education. These may not appear to be priorities at the present time, but they do pay off in the long term.

5. Education-Business Partnerships: Employers should be encouraged to set up Education-Business Partnerships (EBPs) such as have been established in many other countries. Among the initiatives which EBPs have developed, it is worth mentioning work-experience schemes. These operate most usually at School and University level, with students spending several weeks 'at work', on carefully planned assignments. An extension of this is for the teachers themselves to do a placement in industry, so that they too understand better the world of work . A recent extension of this idea is for Employers to do placements in education so that they can both share their own experience and learn from education. These employer placements form an important part of their own continuing professional development.

   These placements have proved to be an extremely effective way of changing attitudes, motivating and developing people, and broadening peoples' minds. For economies in transition, such ideas may seem, at this stage, impractical and time-consuming when there are so many other priorities. Their merit is that they are practical and real and do not involve capital expenditure: they are relatively inexpensive to run. They do constitute an effective means of continuing training.

6. Partnership Programmes: Employers have a responsibility to link with training providers as well as to consult with their own workers and involve them as much as possible in thinking and deciding about what kind of training programmes are needed. It is likely that partnership programmes, in which each of the partners has a stake, will be the most fruitful and effective. To this end, Employers should be encouraged to work with Higher and Further Education to set up courses which are true partnerships of co-equals. In these partnerships all partners, including the students/workers themselves, have a say in the design, delivery and planned outcomes of the learning experience and contribute to it in cash and/or kind.

   Short courses, particularly those which are skill-based, do not always lead to qualifications, but there is a growing trend for all short courses to be credit rated (that is, given credit towards an academic or vocational qualification), so that individuals can, if they wish, gradually build up further qualifications. The recognition of achievement this gives to the individual can be very motivating. Adults who were not very successful at school, are very proud when they receive recognition for their knowledge and skills in later life. This encourages them to go on improving. It also motivates them to do more and better at work. The employers can only benefit from their involvement.

7. Annual Reviews of Achievement and Action Planning: Employers have a responsibility to set up systems and mechanisms in their organisations for recording and reviewing employee performance. Employers who are serious about developing the potential of their whole workforce will want to set up mechanisms to review and assess individuals' progress against the goals and targets they have set for themselves. They will involve the workforce in the setting up of these mechanisms, for the good- will, co-operation and understanding of the employees is essential for their success. Within such schemes, all employees, with the support of their manager, review their work over the previous year, analyse their strengths and weaknesses and what they have learnt from their successes and failures, identify their further training/learning needs and then build an action plan. It has been found to be important that the employee feels ownership of this plan and commitment to carrying it out.

It is also important that the action plan is not over-ambitious, but can be achieved within a time-scale, so that the employee can get real pride and satisfaction from his/her progress. Where employers have set up this kind of scheme, it has proved to be effective in motivating and empowering the workforce and in improving business performance.

8. Management development programmes: Employers have a responsibility to build in opportunities for the development of management skills for all employees, not simply senior managers and to involve them in developing such schemes. These opportunities will come from a variety of sources: on-the-job, off-the-job, short courses, action projects, academic study, observation of good practice and so on. It is now possible to use software to do audits of people's skills assessed against the competencies needed in their particular jobs. However, it is tempting to assess only the skills which were needed in the past. Employers need to take account of the new skills needed in the emerging economy, and to ensure that any management development programmes take account of these.

   Such programmes are usefully provided in partnership with a Business School, provided the learning activities are based on the actual needs of the managers/workers and are participative. Managers are usually action-orientated and like action-learning rather than didactic teaching. University teachers enjoy the pedagogy of traditional teaching but formal lecturing may not always be the best way for managers to learn. In negotiating such programmes, employers need to be clear and to be firm about the kind of learning outcome they are seeking and the kind of teaching methods which would be appropiate.

9. Responding to the Employees long-term needs: Because there are no longer jobs for life, a 'new contract' between employer and employee is beginning to emerge. In the longer term, employers have a responsibility to ensure that their employees are equipped with useful and transferable skills, so that when the employee moves on, he/she is still employable. To do this adequately, the employer and the employee need to be aware of labour market trends so that they are working on the 'new agenda', not on yesterday's agenda. That means understanding the need for broad transferable skills as well as specialist expertise and good interpersonal and management skills.

   Ultimately, employees need to learn to be self-reliant and not totally dependent on their employer for ideas, structures and support. This is a big change of culture for people who have been trained all their lives to be passive and dependent. It is tempting for employers to collude with these old patterns of behaviour. They have a responsibility to do otherwise; when they do so, they will find that such an approach is good for their business as well as for their employees. The Confederation of British Industry's (Dec 1995) paper, A Vision for our Future: a Skills Passport, makes the case for the 'new contract' forcefully. It is significant that such vision should come from the employers themselves. They clearly understand that the future well-being and economic survival of people and nations (and therefore of their own organisation) depends on building and maintaining a flexible and multi-skilled workforce. People are the main natural resource.

   There will be no national products or technologies, no national industries. All that will remain rigid within national borders are the people that comprise a nation. Each nation's primary assets will be its citizen's skills and insights. (Robert Reich)

10. Influencing Government Policies and supporting the achievement of national policies such as targets: Employers and the representatives of the employees have a responsibility to influence government policy to ensure that it matches their vision and needs. Both Employers' Federations (including Chambers) and Employees' Associations (including

Professional Bodies and Trade Unions) have a role in pushing for this. Employers also have a responsibility to work actively with the policies which national, regional and local bodies/councils eventually establish after consultation. Such policies might include for example, working towards targets,

encouraging the take-up of qualifications and the learning of new skills, helping to fund new initiatives, doing something about longer-term strategic issues, rather than immediate short-term survival issues, interpreting and implementing the policies at national regional and local level. Employers and Employees have a responsibility to provide feedback on any policies so that they are able to be improved in the light of practice.

11. Harnessing the new Technologies: Employers need to ensure that they understand the benefits that can be brought to business through the use of information and communications technologies. Although these may be expensive, their potential in improving business performance far outweighs their cost. They also give access to the global market place. With the growth of 'Tele-porting' i.e. having aspects of work done remotely in other countries, often using electronic means of communication, there is the possibility of getting real work through these means. But in any case, it becomes increasingly important to find out what competitors in other parts of the world are doing, if business is to remain competitive and to survive. Other people's businesses will know no geographic bounds. Why should ours? To make this happen means investing in equipment and training the workforce. Employers should give this high priority as soon as possible, if they are to get the best results for their business and their people.

PART III.: THE ROLE AND RESPONSIBILITIES OF THE TRAINING PROVIDERS

1. Before looking at this question, it is important to understand some of the issues surrounding questions of who does provide the continuing training that is so much needed in the economies in transition. One of the most serious problems for economies in transition is the fact that the trainers themselves may, through no fault of their own, be using concepts and training methods which are themselves out-of-date. There has been little opportunity for the trainers to see for themselves what is going on in other economies. Within the education and training professions, there has been a trend towards more participative training methods for some years, and this may have already influenced teaching and learning styles to some extent. Where this has happened, experience has been developed which will be very useful in the developing economic and social environment.

   However, it is likely that the majority of teachers, whether at School or University level, use traditional teaching methods which are very valuable for passing on information and underpinning knowledge, but less effective in developing skills and competencies for an enterprise culture. The shift from passive dependency to active participation, empowering students so that they can learn to use their initiative, release their creativity and learn to think for themselves has proved to be difficult to make all over Europe. Yet it these very skills that are needed in the workplace of the future.

   The second problem is that many of those teachers/trainers who do have the skills to work in the emerging economies find themselves very much in demand: they are leaving teaching. They are the new entrepreneurs setting up small businesses. Teachers of foreign languages, particularly English teachers, are in great demand, and as teaching itself is generally not well paid, easily tempted out of the classroom or lecture theatre. So when it comes to Continuing Education and Training, there are not enough teachers or trainers around with the requisite skills and experience. It will probably be the employers themselves who understand best the requirements of the emerging economies.

   For this reason, private training providers may have a lot to offer. However, there is a further danger that the emerging economies will lean too heavily on trainers from elsewhere, who may be not only expensive, but also themselves not sufficiently tuned into the real needs of their customers and may try to impose solutions which may well have worked elsewhere, but which cannot be copied wholesale and still be effective. In any case, to copy faithfully is still to be passive and dependent, which is the very culture which is being changed. The point is that such fundamental shifts of attitude cannot be made overnight and the process will take time. Whatever develops needs to be home grown and organically grown at that if possible.

2. Training the trainers: Those who are engaged in continuing training clearly have a responsibility to be trained appropriately, otherwise they themselves are not equipped properly for the role they are being asked to take. However, it is not realistic to expect them to do this entirely alone: this is a good example of a situation where a partnership between Government, Employers, and the Training Providers would be beneficial. And although the Trainers should be qualified and certificated, it is unlikely that their existing qualifications will have much relation to what they are now trying to do. A system of quality assurance and recognition needs to be set up, initiated by Government, but delegated to recognised and approved training the trainer organisations who themselves may have had to undergo retraining. It is likely that

Business Schools, with their experience of running management development programmes will have a lot to offer, but no one sector should have the monopoly over this kind of training. Training providers are likely to come from both the public and the private sectors. Many Training providers will themselves be small businesses, struggling to establish credibility and to survive. Both the regulation and the support of these endeavours therefore becomes a serious question for government and for employers.

3. New Learning methods and technologies: Training providers are responsible for the quality and the appropriateness of what they do. To this end, they need

- to establish quality assurance mechanisms;
- to research, innovate and develop new learning methods and technologies;
- to build up suitable teaching materials, written, audiocassettes, videotapes;
- to use information and communication technologies to support learners;
- to develop distance learning materials which can be used at work/home;
- to provide flexible programmes, to suit the needs of their customers;
- to offer an initial guidance and advice service;
- to provide extra support to learners who might otherwise drop out;
- to use participative teaching methods, with action and project based learning designed to develop the learners skills of self-management;
- to enable the students to take responsibility for the management of their own learning;
- to encourage students to take and get qualifications where appropriate;
- to adjust their teaching styles to adults who themselves can be a valuable teaching resource;
- to work in partnership with the other players to link education/business;

PART IV.: THE ROLE AND RESPONSIBILITIES OF INDIVIDUALS AND THEIR REPRESENTATIVES

Individuals, whether employed or not, need to seize the initiative on their own account in continuing to develop their knowledge and skills. The main incentive is economic reward, but for many people there is also the joy of learning.

Consultation on Life-time Learning, Department of Education and Employment, UK Dec 1995

1. The idea of Individuals as key players in the economy is to be welcomed. The economic and social trends already outlined, particularly demographics (an ageing population) and the changing nature of work, make it imperative for individuals to take responsibility for the management of their own learning, their own lives and their own career planning. Individuals need to do this, since Government is not going to be able to afford this any more and with the end of jobs for life, neither is the Employer. The representatives of individuals, that is Professional Bodies and Trade Unions as well as employee representatives, will themselves need to get training in understanding the issues and learning how to negotiate constructively with Government and with Employers to ensure that the voice of individuals is heard. In the future, individuals are going to have to make their own way in the world. To do this, they need to be equipped with knowledge, skills, capabilities and attitudes which will help them to survive, continue to learn and remain employable.

   As the labour market grows more flexible, people who neglect continuing learning and the acquisition of marketable qualifications have a higher risk of unemployment. (Ibid)

2. The role of the Individual is therefore to seize every opportunity for growth and development. To achieve this, a lot of individuals will need help from Government, from their Employer and from their own representatives. First, they need to be made aware of the need to develop self-reliance and resilience (and the reasons for this), and second, they need to be given gradually more opportunities to take responsibility and to show initiative. Some people will always need a measure of extra support, but the vast majority of people enjoy having more control over their own destiny. Most people will need information, support and guidance at certain stages in their lives. These counselling and guidance services will need to be provided either by Government, by private enterprise or by voluntary services. They will need to be free for those who cannot afford to pay.

   Anyone who stops learning is old (Henry Ford)

   Most people will also need access to some form of public financial support at certain stages of their lives: for example grants towards study, career development loans, tax relief. But even to get minimal support from Government, people need to know that it exists and they must also know how to ask for it. Access to Citizens' advice and publicity are essential.

   There is concern internationally about the growth of the under-class, that is people with low educational achievement who get trapped in a negative vicious circle of deprivation. These people may find it difficult to get work or improve their skills without some very sensitive extra help. With real help, they can do it, but resources have to be found for this group, to build up their confidence and self-esteem which are prerequisites of being a lifelong learner.

3. The responsibility of Adults who do know about and understand the changes taking place in society and the nature of work is to share this knowledge with others. In the UK, the Association of Graduate Recruiters has developed a list of self-reliance skills which every graduate (and, it could be argued, every person) needs to develop. (Skills for graduates in the 21st Century, AGR, Nov 1995)

The self-reliant graduate (person) is aware of the changing world of work, takes responsibility for his or her own career and personal development and is able to manage the relationship with work and with learning throughout all stages of life.

Self-reliance skills include career management skills and effective learning skills. These are listed as:

- self-awareness,
- self-promotion,
- exploring and creating opportunities,
- action planning,
- networking,
- matching and decision making,
- negotiating,
- political awareness,
- coping with uncertainty,
- development focus,
- transfer skills,
- self-confidence.

This is a daunting list and almost needs a training course to be fully understood! These skills of self-reliance may seem far away to an economy in transition, but the sooner these longer-term goals are understood and built into the agenda for action, the sooner the individuals will be equipped to cope with the emerging new order.

There's no such thing as a career path - its crazy paving and you have to lay it yourself. (Robin Linnecar. KPMG)

4. Society's responsibilities towards individuals:

It is interesting to note that most of the current reports on continuing training/lifelong learning for adults, say very little about the role or responsibility of Individuals. This reveals that adults were until relatively recently passive rather than active players in the workplace and their needs for continuing training were given low priority against the needs of young people. Now that the emphasis is moving the other way, there is a lack of enabling mechanisms to support the idea of people seizing opportunities. The European Commission's White Paper:

Individuals must be able to enjoy permanent access to a whole range of better targeted and more clearly identifiable education and training provision, which complements general knowledge and can be acquired outside formal systems.

When individuals really do become a force in the market, then their role and responsibilities will become clearer. At the moment, in this transition stage, they need more interim help if they are really to become empowered A charter of their current demands might look something like this:

The Demands of Individuals in a Learning society

- *a minimum of 10 days training a year,*
- *access to Education to gain a further qualification part-time,*
- *access to distance learning/ short courses,*
- *basic training in management skills,*
- *accreditation for on-the-job training,*
- *opportunities to observe other organisations,*
- *an annual performance review,*
- *an on-going national record of achievement,*
- *training in IT,*
- *regular mentoring from a colleague,*
- *consultation and discussion of company strategy and policy,*
- *a chance to influence company policy,*
- *responsibility for initiating a new idea and implementing it,*
- *guidance and support for career planning,*
- *opportunities to try out new ideas,*
- *a project to manage from beginning to end,*
- *opportunities for voluntary work in the community.*

One Organisation which has done some useful work on an Action Agenda for the 21st Century is ELLI, the European Life-long Learning Initiative. The first global conference was held in Rome in 1994. The recommendations of the conference are given as a basis for discussion and the construction of an agenda for the ETF to take forward in partnership with its members.

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4. The Department of Trade and Industry: Competitiveness: how the best UK companies are winning, Nov 1994
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APPENDIX

THE NEW NATIONAL TARGETS FOR EDUCATION AND TRAINING

Developping skills for a successful future

A. Aim

To improve the UK's international competitiveness by raising standards and attainment in education and training to world class level through ensuring that:

1. All employers invest in employee development to achieve business success.

2. All individuals have access to education and training opportunities, leading to recognised qualifications, which meet their needs and aspirations.

3. All education and training develops self-reliance, flexibility and breath, in particular through fostering competence in core skills.

B. Targets for 2000

Foundation Learning

1. By age 19, 85% of young people to achieve five GCSEs at grades A-C, an intermediate GNVQ or an NVQ2.

2. By age 19, 75% of young people to achieve Level 2 competence in communication, numeracy and IT; by age 21, 35% to achieve Level 3 competence.

3. By age 21, 60% of young people to achieve two CGE A Levels, an Advanced GNVQ or an NVQ3.

Lifetime Learning

1. 60% of the workforce to be qualified to NVQ3, Advanced GNVQ or two GCE A Level standard.

2. 30% of the workforce to have a vocational, professional, management or academic qualification at NVQ Level 4 or above.

3. 70% of all organisations employing 200 or more employees, and 35% of those employing 50 or more, to be recognised as Investors in People.

UK Education and Training targets 1995